



3 R D A N N U A L

New Wisconsin Promise C O N F E R E N C E

Closing the Achievement Gap

January 9–10, 2007

Monona Terrace

Madison, Wisconsin



Who Should Attend?

**Pre-conference
(January 8th)**

Featured Speakers

Schedule-at-a-Glance

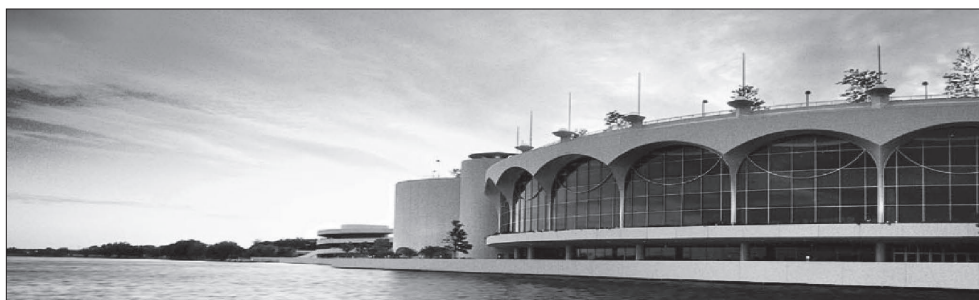
Registration

Conference Tracks

Call for Proposals

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

ELIZABETH BURMASTER, STATE SUPERINTENDENT



The Conference to Attend in 2007!



Are you looking for ways to combine your quest for information and strategies to help close the achievement gap in your classroom, your school or your district with the components of the Wisconsin Quality Educator Initiative? If so, this is the conference for you. The four conference tracks—

Literacy, Mathematics, Engagement in Learning, and School Improvement for Systemic Change—will all be connected to the Wisconsin PI 34 standards for administrators, educators, and pupil services staff.

Conference participants will have the opportunity to focus on a single strand or sample highlights from several. National experts on the cutting edge of school reform, mathematics, and literacy will share their knowledge and expertise with you. You will be able to attend sessions by Wisconsin presenters from schools and districts with success stories and tried and true strategies.

The conference will showcase workable ideas and practical models to support our goal of providing every child in Wisconsin the opportunity for a quality education and afford every educator the opportunity to enhance their practices to meet the ever-evolving needs of our children.

This conference, in beautiful downtown Madison, Wisconsin, offers more than 70 concurrent sessions and national keynote speakers. Over 1,300 individuals attended in both 2005 and 2006.

Who Should Attend?

Each of the four tracks offers opportunities for educators of all kinds. To make the most impact, schools should send teams of educators including:

Pre K–12 Teachers

**English Language
Learners Staff**

**School Improvement
Personnel**

**Representatives of Districts
and Schools Identified for
Improvement**

Administrators

**Students with Disabilities
Staff**

Pupil Services Staff



Pre-conference:

January 8, 2007, 9:00–3:30

Rick and Becky DuFour

Building the Collaborative Culture of a Professional Learning Community

Powerful collaborative teams are the fundamental building block of a professional learning community and a critical component in building a collaborative culture. Learn ways to provide time and support for collaborative teams during the school day. After solving the time problem, participants will focus on specific questions and processes critical to team effectiveness and productivity.

J.P. Leary and Adrienne Thunder:



Teaching for Change: Recognizing and Overcoming Stereotypical Representations

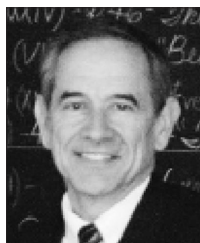
This workshop is designed to help educators transform the way they think and teach about people of different cultures. Presenters focus on representations of American Indians as

the basis for discussions about how schools address issues of cultural similarities and differences. Information from this session is highly adaptable and can serve as a model for similar studies of nearly any group of people. The model recognizes that educators must intervene to address learners' existing mental models of the specific group before new learning can take place. Participants will consider their own cultural background and prior knowledge as they work collaboratively to engage in a critical examination of images and excerpts from readings commonly found in preschool through high school learning materials. As a result, participants will come to understand where their ideas about cultural similarities and differences come from and will discuss the implications these understandings have for teaching and learning. The workshop concludes by discussing solutions for positive change.

J.P. Leary, M.A., of Cherokee and Delaware descent, is the American Indian Studies Consultant at the Wisconsin Department of Public Instruction. Adrienne Thunder, M.S., is an enrolled member of the Ho-Chunk Nation of Wisconsin and an undergraduate academic adviser for UW-Madison. For more information on J.P. and Adrienne, go to [dpi.wi.gov/nwp/nwp_conf07.html].

Featured General Session Speakers

Rick & Becky DuFour



The DuFours will be talking about Critical Priorities in Creating Learning Communities for *all* Children. In the ground-breaking book *Good to Great* researchers found that organizations able to make that leap “had the discipline to stop doing all the extraneous junk.” If your school-improvement strategy is

based upon an ever-expanding “to do” list, it is unlikely to produce significant results. It is equally important to create a “stop doing” list. This keynote will clarify both what we must do and must stop doing to create Professional Learning Communities in our schools.

Rick DuFour was a public school teacher, principal, and superintendent for 34 years. He was principal of Adlai Stevenson High School in Lincolnshire, IL, from 1983-1991 and district superintendent from 1991-2002. During his tenure, the US Department of Education described Stevenson as “the most recognized and celebrated school in America.” It is one of three schools to win the USDE Blue Ribbon Award four times and one of the first comprehensive schools USDE designated a New America High School as a model of successful school reform. Stevenson has been cited repeatedly as one of America’s best schools and referenced in professional literature as an exemplar of best practices in education.

Becky DuFour, M.Ed., was a teacher, school administrator, and central office coordinator. As elementary principal, Becky helped her school earn state and national recognition as a model Professional Learning Community. She is a featured principal in the *Video Journal of Education*’s program, “Leadership in an Age of Standards and High Stakes” (2001). She is also the lead consultant and featured principal for the Video Journal program, “Elementary Principals as Leaders of Learning” (2003).



Douglas Reeves

Dr. Douglas Reeves is CEO and founder of the Center for Performance Assessment, an international organization dedicated to improving student achievement and educational equity. Through its long-term relationships with school systems, the Center helps educators and school leaders improve student achievement through practical and constructive approaches to

standards, assessment, and accountability. Beyond his work in large-scale assessment and research, Dr. Reeves has devoted many years to classroom teaching, from elementary students to doctoral candidates.





Schedule-at-a-Glance (Tentative)

January 9, Tuesday	January 10, Wednesday
7:30 a.m. Registration Opens	7:30 a.m. Late Registration
8:15 a.m. Musical Performance	8:30 a.m. Keynote Speaker
8:30 a.m. Opening Remarks	10:00 a.m. Sectional Presentations
8:45 a.m. Keynote Speaker	11:15 a.m. Sectional Presentations
10:15 a.m. Sectional Presentations	12:30 p.m. Lunch
11:30 a.m. Sectional Presentations	1:00 p.m. Keynote Speaker
12:30 p.m. Lunch	2:30 p.m. Closing Remarks
1:30 p.m. Sectional Presentations	
3:00 p.m. Sectional Presentations	

Registration

A discounted registration rate of \$100 per person is available for those who register by December 8, 2006. After December 8, registration is \$125.00 per person for the two days of the conference.

Pre-conference registration is an additional \$75 per person.

Online Registration will be available in September 2006 at [dpi.wi.gov/title1/nwp_conf07.html].

Conference Tracks

Engagement in Learning:

1. Attendance
2. Graduation
3. Teacher involvement in learning
4. Student motivation for learning
5. Parent and community involvement in learning
6. Classroom management
7. Best instructional practices

School Improvement:

1. Needs assessment
2. Data-based decision making
3. Evaluation
4. School improvement planning
5. Professional development
6. Teacher induction
7. Wisconsin Quality Educator Initiative (PI 34)

Literacy:

1. Early childhood literacy
2. Literacy for elementary grades
3. Literacy for middle grades
4. Literacy for secondary grades
5. Adult literacy
6. Reading across the curriculum

Mathematics:

1. Early childhood mathematics
2. Mathematics for elementary grades
3. Mathematics for middle grades
4. Mathematics for secondary grades
5. Functional mathematics

Presentation Proposal Submission

Proposals must be submitted online no later than September 15, 2006. The conference proposal form is on the main conference web page at [dpi.wi.gov/title1/nwp_conf07.html].

Conference planning committee members will review each proposal. Reviewers will look for clear, concise descriptions of practical strategies or models that are effective at closing the achievement gap. Rubrics used for rating the proposals also will be listed on the website.

Conference registration is free of charge for up to two presenters per sectional when they are employed by any K-16 public education agency in Wisconsin. All other presenters must pay the regular registration fee.

Vendor-sponsored presentations will be considered only if the presenters agree not to promote the vendor's product.

Presentations are especially solicited from staff at schools able to document progress in closing the achievement gap for their students. Participants request sessions that provide them with practical strategies and successful techniques they can implement in their own classrooms to help their students succeed.

All sessions will be coded to indicate how they align with the Wisconsin Educator Standards (PI 34) for Teachers, Administrators, and Pupil Services Development and Licensure.

Student Musical Group Submission

Proposals and audio samples (DVD/CD/MP3) will be accepted until September 15, 2006. The performance proposal form is located online at [dpi.wi.gov/title1/nwp_conf07.html].

The Department will reimburse up to \$500 for transportation of the performers.





April 2006

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.



Printed on recycled paper